

## UBD Title or Topic

**Subject/Course:** Intro to Human Services

<b>Grade (s):</b>	9 - 12	<b>Designer</b>	Carol Birgen, Debra DeBates, Debra Kraft, Charlotte Mohling
-------------------	--------	-----------------	--

### Stage 1: Desired Results

**Core Standard(s):**

***IHS 2.1 Summarize how personal, community and societal values impact professional practice in a Human Service career.***

**Understandings: Students will understand that....**

*Personal, community and societal values impact professional practices.*

**Essential Question(s):**

*Why do values need to be considered by professionals in the field of Human Services?  
How may values impact professional practice?*

**Students will know....**

■ *what values are.*

**Student will be able to .....**

■ *identify personal, community and societal values.*  
■ *compare and contrast personal, community and societal values*

### Stage 2: Assessment Evidence

What evidence will show that students understand?

<u>  x  </u> Performance Task	<u>      </u> Project	<u>      </u> Quizzes
<u>      </u> Tests	<u>      </u> Informal Observations	<u>  x  </u> Discussions
<u>      </u> Interviews	<u>  x  </u> Self-Assessment	<u>  x  </u> Other

**Other:** *analysis of values*

### Stage 3: Learning Plan

**Motivation – Introduce and Explain**

**How will you help students know *where* they are headed and why? How will you *hook* students through engaging and thought-provoking experiences that point toward big ideas, essential ques and performance tasks?**

► *Fire, Fire: Tell students there is a fire in their home. What will they take?  
Follow with a discussion about what they decided to take and why?*

**OR**

► *Values Auction: see activity plan at [www.fefe.arizona.edu](http://www.fefe.arizona.edu) OR  
<http://www.fefe.arizona.edu/curriculum.php?categoryID=22#79>  
(You must create a login, access is free.)*

**Model (Teacher presentation):**

What instruction is needed to *equip* students for final performance?

**Guided and Independent Practice (Student Engagement):**

What events can students *experience* to make the ideas and issues real? What learning activities will help student to *explore* the big ideas and essential questions?

► **Students complete a personal values inventory.** (Samples below, active as of 6/09)

[Personal Values Inventory](#) -

[http://web.mac.com/leathertribe/TLT\\_Events/Education\\_files/Personal%20Values%20Inventory.pdf](http://web.mac.com/leathertribe/TLT_Events/Education_files/Personal%20Values%20Inventory.pdf)

[Values Inventory](#)

[http://www.sd79.bc.ca/programs/abed/ACIP/references/ashcroft/values\\_inventory.pdf](http://www.sd79.bc.ca/programs/abed/ACIP/references/ashcroft/values_inventory.pdf)

[Work Values Inventory](#) <http://www.annlaidlaw.com/ValuesInventory.pdf>

[My Career](#) <http://careers.asp.radford.edu/Guides/Choosing%20A%20Major%20Guide1.pdf>

[The Work Values Inventory](#)

[My Personal Values Assessment](#) [http://spot.pcc.edu/~rjacobs/career/career\\_self-assessments1.htm#EX%202](http://spot.pcc.edu/~rjacobs/career/career_self-assessments1.htm#EX%202)

[Prioritizing Life Values](#) [http://www.career-test.biz/values\\_assessment.htm](http://www.career-test.biz/values_assessment.htm)

► **Watch a video about community values.** Examples: 'What are Community Values?' available at [www.youtube.com](http://www.youtube.com)

► **How do we know what our community values are?**

a. Individually or in pairs, students will take 3 – 5 or video clips of what they consider most important in their community.

b. Secondly, each student will select an older adult and take 3 – 5 pictures or video clips of what that person considers important in their community.

c. Create a collage of pictures taken. This collage can be created on poster board, video, power point...

NOTE TO TEACHER: If you are unable to have your students take your own photos, a bank of photos is available at <http://picasa.google.com/> It is called 'Community Values Photo Bank'. You will need a 'Google' user name and password. Free to create, once you have one, it signs you into all things 'Google', Gmail, docs, picasa, etc.

► **Go to a current events website and select articles appropriate for your class which will foster a discussion on societal and community values and how they impact decisions made.** One resource is: [www.izzit.org](http://www.izzit.org) Click on the 'Current Events' button. This will give you a list of articles with discussion questions. (This is a Free service.) One suggested article: [http://www.izzit.org/events/archive\\_article.php?ID=580](http://www.izzit.org/events/archive_article.php?ID=580)

**Reflection/Assessment:**

**How will you cause students to *reflect* and *rethink* to dig deeper into core ideas? How will you guide students in *rehearsing*, *revising*, and *refining* their work based on feedback and self-assessment? How will students *exhibit* their understanding about their final performances and products? How will you guide them in *self-evaluation* to identify the strengths and weaknesses in their work and set future goals?**

► *Analyze completed 'Personal Values Inventory'.*

► *After completing class activities, students create a Venn Diagram in which they identify the values discussed and categorize them: personal, community or societal.*

**Suggested order of presentation:**

1. 'Fire, Fire' or values auction
2. Students complete personal values inventory
3. Students analyze completed inventory.
4. Watch 'Community Values' video
5. Students take pictures and create a collage.
6. Current events article and discussion about societal values.
7. Venn Diagram categorizing personal, community and societal values.